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EXAMINER

DESHPANDE, KALYAN K

ART UNIT

PAPER NUMBER

3623

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PAPER

Please find below and/or attached an Office communication concerning this application or proceeding.

The time period for reply, if any, is set in the attached communication.

Office Action Summary

Application No.

09/771,358

Applicant(s)

HORNICK ET AL.

Examiner

Kalyan K. Deshpande

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-- The MAILING DATE of this communication appears on the cover sheet with the correspondence address --

Period for Reply

A SHORTENED STATUTORY PERIOD FOR REPLY IS SET TO EXPIRE 3 MONTH(S) OR THIRTY (30) DAYS, WHICHEVER IS LONGER, FROM THE MAILING DATE OF THIS COMMUNICATION.

- Extensions of time may be available under the provisions of 37 CFR 1.136(a). In no event, however, may a reply be timely filed after SIX (6) MONTHS from the mailing date of this communication.
- If NO period for reply is specified above, the maximum statutory period will apply and will expire SIX (6) MONTHS from the mailing date of this communication.
- Failure to reply within the set or extended period for reply will, by statute, cause the application to become ABANDONED (35 U.S.C. § 133). Any reply received by the Office later than three months after the mailing date of this communication, even if timely filed, may reduce any earned patent term adjustment. See 37 CFR 1.704(b).

Status

- 1) ☒ Responsive to communication(s) filed on 30 April 2007.
- 2a) ☐ This action is **FINAL**. 2b) ☒ This action is non-final.
- 3) ☐ Since this application is in condition for allowance except for formal matters, prosecution as to the merits is closed in accordance with the practice under *Ex parte Quayle*, 1935 C.D. 11, 453 O.G. 213.

Disposition of Claims

- 4) ☒ Claim(s) 1-3,5-18,20-42,48,49,51-53,61-65,67-70 and 75-84 is/are pending in the application.
- 4a) Of the above claim(s) _____ is/are withdrawn from consideration.
- 5) ☐ Claim(s) _____ is/are allowed.
- 6) ☒ Claim(s) 1-3,5-18,20-42,48,49,51-53,61-65,67-70 and 75-84 is/are rejected.
- 7) ☐ Claim(s) _____ is/are objected to.
- 8) ☐ Claim(s) _____ are subject to restriction and/or election requirement.

Application Papers

- 9) ☐ The specification is objected to by the Examiner.
- 10) ☐ The drawing(s) filed on _____ is/are: a) ☐ accepted or b) ☐ objected to by the Examiner.
Applicant may not request that any objection to the drawing(s) be held in abeyance. See 37 CFR 1.85(a).
Replacement drawing sheet(s) including the correction is required if the drawing(s) is objected to. See 37 CFR 1.121(d).
- 11) ☐ The oath or declaration is objected to by the Examiner. Note the attached Office Action or form PTO-152.

Priority under 35 U.S.C. § 119

- 12) ☐ Acknowledgment is made of a claim for foreign priority under 35 U.S.C. § 119(a)-(d) or (f).
- a) ☐ All b) ☐ Some * c) ☐ None of:
1. ☐ Certified copies of the priority documents have been received.
 2. ☐ Certified copies of the priority documents have been received in Application No. _____.
 3. ☐ Copies of the certified copies of the priority documents have been received in this National Stage application from the International Bureau (PCT Rule 17.2(a)).

* See the attached detailed Office action for a list of the certified copies not received.

Attachment(s)

- | | |
|--|---|
| 1) <input type="checkbox"/> Notice of References Cited (PTO-892) | 4) <input type="checkbox"/> Interview Summary (PTO-413)
Paper No(s)/Mail Date. _____ |
| 2) <input type="checkbox"/> Notice of Draftsperson's Patent Drawing Review (PTO-948) | 5) <input type="checkbox"/> Notice of Informal Patent Application (PTO-152) |
| 3) <input type="checkbox"/> Information Disclosure Statement(s) (PTO-1449 or PTO/SB/08)
Paper No(s)/Mail Date _____ | 6) <input type="checkbox"/> Other: _____ |

DETAILED ACTION

Introduction

1. The following is a non-final office action in response to the communications received on April 30, 2007. Claims 1-3, 5-18, 20-42, 48-49, 51-53, 61-65, 67-70, and 75-84 are now pending in this application.

Examiner's Note

2. Examiner notes that claim 54 is cancelled by Applicants' response filed on April 30, 2007. Examiner requests that in future responses that all claims that are amended or cancelled in that response be highlighted as such in the remarks of that response. Due to the number of claims and the number of cancelled claims in this application, such a highlighting will ensure that all claims will be properly considered.

Continued Examination Under 37 CFR 1.114

3. A request for continued examination under 37 CFR 1.114, including the fee set forth in 37 CFR 1.17(e), was filed in this application after final rejection. Since this application is eligible for continued examination under 37 CFR 1.114, and the fee set forth in 37 CFR 1.17(e) has been timely paid, the finality of the previous Office action has been withdrawn pursuant to 37 CFR 1.114. Applicant's submission filed on April 30, 2007 has been entered.

Response to Amendment

4. Examiner acknowledges Applicants' amendments to claims 1, 16, 31, 48, 61, and 67. Examiner acknowledges Applicants' cancellation of claim 54.

Response to Arguments

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5. Applicants' arguments submitted on April 30, 2007 have been fully considered but are not found persuasive. Applicants' argue i) Libman teaches away from Fredell, ii) Libman and Fredell fail to teach "the proposed deal is specifically created and targeted to the prospective customer", and iii) Libman and Fredell fail to teach "a link to a proposed deal that is specifically created and targeted to a prospective customer on a customized web page or portal".

In response to Applicants' argument Libman teaches away from Fredell, Examiner respectfully disagrees. As Applicants properly note, Libman teaches a fully or a significantly automated system (Libman column 1 lines 9-12). Libman further considers, in defining "significantly automated", that not all steps need be automated and thus accounts for steps that require manual performance (see Libman column 8 lines 9-20). Therefore, Libman does not teach away from Fredell since it is properly configured to enable manual performance of steps that can be performed by a sales team taught by Fredell.

In response to Applicants' argument Libman and Fredell fail to teach "the proposed deal is specifically created and targeted to the prospective customer", Examiner respectfully disagrees. Libman explicitly teaches "the proposed deal is specifically created and targeted to the prospective customer" (See The Telemarketing Module, column 19, lines 38-57, column 13, lines 27-67, column 11 lines 7-28 and figure 9, where the operator logs in to the system and communication between the operator and client takes place. In the virtual agent module, the system analyzes client information and determines the best packages to sell to the client. The client is then

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offered the resulting package of this analysis. The proposed deal can be a loan.).

Applicants' further contend that Libman fails to teach this feature because Libman teaches the system is configured to "determine and/or compare client needs with various available products" (see Libman column 4 lines 4-5). Examiner notes that this teaching from Libman in addition to the teaching cited above clearly demonstrates that products are tailored specifically to a customers needs based on customer information. Specifically creating unique packages for customers is precisely what the Libman system does (see Libman column 19, lines 38-57, column 13, lines 27-67, column 11 lines 7-28, and figure 9).

In response to Applicants' argument Libman and Fredell fail to teach "a link to a proposed deal that is specifically created and targeted to a prospective customer on a customized web page or portal". Libman explicitly teaches "a link to a proposed deal that is specifically created and targeted to a prospective customer on a customized web page or portal" (See column 14 lines 10-47, column 18 lines 1-7, and Figure 2, where the Virtual Agent Module interacts with the Database Module which contains the client records and the various internet based interactions as noted in column 8, lines 1-3. Presentation to customers can be in various forms, including email and internet applications. This is the same as a web page, since email and internet applications can be created as web pages. These emails and internet applications can include a method to enable a customer to respond. The specific example disclosed is a response email, which is the same as enabling a link that enables response communication.). Applicants' further contend that Libman only discusses inputting client information

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online. However, as discussed above, Libman further teaches using electronic and internet means to communicate and display proposed sales to customers.

Claim Rejections - 35 USC § 103

6. The following is a quotation of 35 U.S.C. 103(a) which forms the basis for all obviousness rejections set forth in this Office action:

(a) A patent may not be obtained though the invention is not identically disclosed or described as set forth in section 102 of this title, if the differences between the subject matter sought to be patented and the prior art are such that the subject matter as a whole would have been obvious at the time the invention was made to a person having ordinary skill in the art to which said subject matter pertains. Patentability shall not be negated by the manner in which the invention was made.

7. Claims 1-3, 5-18, 20-42, 48-49, 51-53, 61-65, 67-70 and 75-84 are rejected under 35 U.S.C. 103(a) as being unpatentable over Libman (US 5,987,434) in view of Fredell et al (US 6,678,698).

As per claims 1, 16, 31, 48, 61 and 67, Libman teaches:

a method for offering and managing at least one deal process between a business entity and a customer using a server system coupled to a database and in communication with a client system and having a plurality of users, the server associated with the business entity, the business entity engaged in a business of offering at least one of products and services to prospective customers (See Figure 2 where the Core System communicates with the Administrative and Support System and the Service companies offer products to the clients. See column 7, lines 15-32.), said method comprising the steps of:

prompting an administrator associated with the business entity to create a business profile at the server system for storing within the database (column 6, lines 42-45 and column 18, lines 10-17, where the user inputs information which is equivalent to

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a business profile as it performs an identical function in substantially the same manner with substantially the same results. The system enables administrative tasks and the automation of administrative tasks.), the business profile includes permissions granted to each user associated with the business entity for accessing information stored within the database (column 6, lines 42-45 and column 19, lines 35-57, where decision criteria and module instructions are also entered which is equivalent to permissions as it performs an identical function in substantially the same manner with substantially the same results. Furthermore, operators of the system must have permissions to access information and this security feature is enabled by requiring operators to log on to the system.);

identifying a prospective customer of the business entity (column 8, lines 49-column 9, lines 40, where the client record contains customer information such that the business can identify the particular client based upon the provided information);

creating a deal for the business entity to propose to the identified prospective customer, the proposed deal is specifically created and targeted by the business entity to the identified prospective customer and includes at least one of a loan, a lease, an equity stake, and a common equity (See The Telemarketing Module, column 19, lines 38-57, column 13, lines 27-67, column 11 lines 7-28 and figure 9, where the operator logs in to the system and communication between the operator and client takes place. In the virtual agent module, the system analyzes client information and determines the best packages to sell to the client. The client is then offered the resulting package of this analysis. The proposed deal can be a loan.);

creating at least one of a web page and a portal customized (column 8, lines 1-3, where the internet may be utilized with the invention, which would include web pages and/or portals) for attracting the identified prospective customer to the proposed deal (See The Virtual Agent Module, column 10, lines 42-55 where the module analyzes the client information and selects the product most suited to the client per the client record information.), wherein the at least one customized web page and portal includes a link to the proposed deal specifically created and targeted to the identified prospective customer, and wherein the at least one customized web page and portal is stored within the database (See column 14 lines 10-47, column 18 lines 1-7, and Figure 2, where the Virtual Agent Module interacts with the Database Module which contains the client records and the various internet based interactions as noted in column 8, lines 1-3. Presentation to customers can be in various forms, including email and internet applications. This is the same as a web page, since email and internet applications can be created as web pages. These emails and internet applications can include a method to enable a customer to respond. The specific example disclosed is a response email, which is the same as enabling a link that enables response communication.);

offering the at least one proposed deal to the identified prospective customer by displaying on the client system the at least one of the web page and portal customized for attracting the prospective customer to the at least one proposed deal proposed deal (See The Telemarketing Module, column 19, lines 38-57, column 13, lines 27-67 and figure 9, where the operator logs in to the system and communication between the operator and client takes place. In the virtual agent module, the system analyzes client

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information and determines the best packages to sell to the client. The client is then offered the resulting package of this analysis.);

prompting a permissioned user associated with the business entity to create a deal and a deal library at the server system after the prospective customer has selected the proposed deal, wherein the deal library for the deal includes an organizational structure for storing information therein that is automatically created based on the type of deal, and includes at least one default template automatically stored therein that is based upon the type of deal (See column 9, lines 40-67, column 12, lines 20-38, column 19, lines 35-57, and Figure 9 where based upon the client record information, various products are offered as choice 1 or choice 2. The virtual agent module enables the analysis of client information in order to determine products to sale to clients. The virtual agent is a permissioned user. Furthermore, the virtual agent is given a list of products that the agent can use in analysis the best deal to propose to the client. The products that the agent has to choose from are the same as a deal library.);

designating the prospective customer that selected the at least one proposed deal as the customer of the business entity within the server system (Column 13, lines 2-11, where the client record is analyzed and the specific client need is determined. If there is a product to be offered to the client based upon the need, the client would inherently be considered a customer.), the deal representing a financial transaction between the customer and the business entity (See column 9, lines 43-49 and Figure 9, where the Product Decision of plans would be equivalent to a deal as it performs an identical function in substantially the same manner with substantially the same results.),

the deal library representing a portion of the database for storing documents created as part of the financial transaction (The deal library would be equivalent to the database of plans that are used for selection purposes, see column 9, lines 50-59.).

Libman does not explicitly teach assigning members, granting permissions, assigning tasks and milestones and tracking task status. Fredell teaches that it is known to "assign members to a deal team for the deal between the business entity and the customer, the deal team member include users associated with the business entity who will perform tasks for completing the deal" (Fredell col. 4, lines 32-59 and col. 15, lines 15-40, Fredell et al. teach suitable projects involve financial or M&A transactions. The Acquisition Trustee System allows individuals to be grouped into multiple work teams and provides an on-line directory of project participants including standard demographics, their position on the team as a project manager or basic contributors, and their access to different systems areas. The Examiner interprets the participants are assigned.), "assign the customer to the deal team and granting permissions to the customer for accessing specific documents stored in the deal library" (Fredell col. 4, lines 32-59, col. 7, lines 47-51 and col. 15, lines 15-40, Fredell et al. teach suitable projects involve financial or M&A transactions. The Acquisition Trustee System allows individuals to be grouped into multiple work teams and provides an on-line directory of project participants including standard demographics, their position on the team as a project manager or basic contributors, and their access to different systems areas. The viewer prompts the user to input one or more passwords or identifications which is recognized by either an authorized editor module or an authorized reader module in

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order to access information on a database. The Examiner interprets the participants are assigned to include the customer); "assigning at the server system tasks and milestones to be performed by the deal team members for completing the deal" (Fredell col. 15, lines 15-46, Fredell et al. teach the Acquisition Trustee System provides the ability for a project manager to create, assign, and reassign tasks to project participants); "notifying the deal team members of the assigned tasks to be performed and milestones" (Fredell col. 15, lines 15-67, Fredell et al. teach the Acquisition Trustee System provides the capability for a user to see a list of their tasks with the task description, status, and due date and provides notification that let people know when tasks are about to become overdue); "tracking each task and milestone for completing the deal and enabling the customer to monitor the progress of the deal by displaying on the client system a status of the deal (col. 15, lines 15-67, Fredell et al. teach the Acquisition Trustee System provides a project status overview that gives a user a snapshot of the project as it applies to them and their role in the process; provides the capability for a user to see a list of their tasks with the task description, status, and due date; and provides the project manager with an interface that allows them to see all of the tasks and current task status.). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of performing this steps is that it enables a business to further its sales objectives by managing and preparing the appropriate information for customers. It would have been obvious, at the time of the invention, to combine these steps taught by Fredell to Libman in order to enable a business to further sales by managing and

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preparing the appropriate information for its customers, which is a goal of Libman (see column 3, lines 32-55).

As per claims 2, 17, and 32, Libman does not explicitly teach the step of setting authority levels. Fredell teaches that it is known to prompt a user to establish user accounts with authority levels of at least one of user, manager and administrator (Fredell et al.: col. 5 lines 35-47 and col. 6, lines 21-26, Fredell et al. teach the person posting the document generally decides who gets access to that document and may add or change indexing information for the document. After the person posting the document has indicated who should receive access, the document will be instantly available to authorized project participant.). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of setting authority levels is that it enables an additional layer of security. It would have been obvious, at the time of the invention, to one of ordinary skill in the art to combine the step of "prompting a user to establish user accounts with authority levels of at least one of user, manager, and administrator" taught by Fredell to Libman in order to add an additional layer of security thereby increasing the security of the application, which is a goal of Fredell (see Fredell column 1 lines 55-62).

As per claims 3, 18, and 33, Libman does not explicitly teach setting up divisions. Fredell teaches that it is known to prompt an administrator to set up a structure of divisions and sub-divisions for the business (Fredell et al.: col. 4, lines 13-31, Fredell et al. teach project managers may perform all of the interactions performed by other

project participants, but they may also work in conjunction with the Network Service Provider administrator on project startup to allocate initial tasks and leverage historical information that the Network Service Provider may have archived from previously performed similar projects. The Network Service Provider administrator is responsible for setting up the system for a client and ensuring that the system is robust and fully functional). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45. and Fredell column 3 lines 29-48). The advantage of this step is that it increases a user's ability to manage tasks. It would have been obvious, at the time of the invention, to combine the step of "prompting an administrator to set up a structure of divisions and sub-divisions for the business" taught by Fredell to Libman in order to increase a user's ability to manage tasks, which is a goal of Fredell (see column 3 lines 10-28).

As per claims 5, 20, 34-35, 49, 62, 65, and 68, Libman does not explicitly teach various pages on the personalized web page. Fredell teaches that the step of displaying on the client system a personalized web page including at least one of an originator page, a prospect page, an intermediary page and a customer page, the personalized web page is created by the business entity and is personalized for the identified prospective customer (Fredell et al.: col. 4., lines 63-67 and col. 5, lines 22-34, Fredell et al. teach a network service provider provides a central node for each virtual network in a collection of virtual networks corresponding to a plurality of different projects or transactions. The system provides a fully provisioned, turnkey service for users, e.g., financial firms, accounting firms, investment firms or other underwriting institutions.

Once the financial or other underwriting institution has established an account with the service provider, documents in electronic form can be uploaded to the secure site maintained by the service provider. The Examiner interprets this process to be the establishment of the originator page.). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of this step is that it increases a user's ability to manage tasks. It would have been obvious, at the time of the invention, to combine the step of "accessing the server system by the prospective customer by displaying on the client system a personalized web page including at least one of an originator page, a prospect page, an intermediary page and a customer page, the personalized web page is created by the business entity and is personalized for the identified prospective customer" taught by Fredell to Libman in order to increase a user's ability to manage tasks, which is a goal of Fredell (see column 3 lines 10-28).

As per claims 6, 21 and 36, Libman does not explicitly teach creating a work group. Fredell teaches that it is known to display on the client system a personalized portal that prompts the prospective customer to create at least one of a work group, a my profile and a user profile (Fredell et al.: col. 5, lines 48-52, Fredell et al. teach the network service provider provides a secure virtual network (or "intranet") for the entities that support the secure electronic dissemination of confidential information documents, memoranda and related information and associated communications. The Examiner interprets the process to be establishing a work group.). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see

Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of this feature is that it increases a user's ability to manage tasks and manage organization. It would have been obvious, at the time of the invention, to combine the feature of "accessing the server system by the prospective customer by displaying on the client system a personalized portal that prompts the prospective customer to create at least one of a work group, a my profile and a user profile" taught by Fredell to Libman in order to increase a user's ability to manage tasks, which is a goal of Fredell (see column 3 lines 10-28).

As per claims 7, 22 and 37, Libman does not explicitly teach a deal summary, timeline, menu or workspace. Fredell teaches that it is known to prompt a user to create at least one of a deal summary, a deal timeline, a deal menu, a deal workspace, a deal discussions area, a deal library and a deal profile (Fredell et al.: col. 3, lines 11-28, Fredell et al. teach an interface screen is configurable to identify a plurality of project tasks. The interface screen includes a data field for defining a respective time window over which each of said tasks is to be performed by at least one project participant. The Examiner interprets the time window to be a deal timeline.). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of this step is that it increases a user's ability to manage tasks and manage organization. It would have been obvious, at the time of the invention, to one of ordinary skill in the art to combine the step of "prompting a user to create at least one of a deal summary, a deal timeline, a deal menu, a deal workspace, a deal discussions area, a deal library, and a

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deal profile” taught by Fredell to Libman in order to increase a user’s ability to manage tasks and manage organization, which is a goal of Fredell (see column 3 lines 10-28).

As per claims 8 and 23, Libman does not explicitly teach channels. Fredell teaches that it is known to create a briefing page, including channels for both users associated with the business entity and users not associated with the business entity. (Fredell et al.: col. 4, lines 32-41, and col. 5, lines 48-52, Fredell et al. teach the process can be used for many types of communications between different parties that are associated for a temporary transaction or project, but as competitors or for other reasons, are not suitable for a permanent communications network (LAN or WAN) as might be used for a single government agency or single corporation. The network service provider provides a secure virtual network (or “intranet”) for the entities that support the secure electronic dissemination of confidential information documents, memoranda and related information and associated communications). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of this step is that it increases a user’s ability to manage tasks and manage organization. It would have been obvious, at the time of the invention, to one of ordinary skill in the art to combine the step of “creating a briefing page, including channels for both users associated with the business entity and users not associated with the business entity” taught by Fredell to Libman in order to increase a user’s ability to manage tasks and manage organization, which is a goal of Fredell (see column 3 lines 10-28).

As per claim 9, Libman does not explicitly teach a deal library. Fredell teaches that it is known to prompt a user to create a deal further comprises the step of building a library for the deal. (Fredell et al.: col. 3, lines 11-28, Fredell et al. teach storing project-related information including project documentation in a database). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of this step is that it increases a user's ability to manage tasks and manage organization. It would have been obvious, at the time of the invention, to one of ordinary skill in the art to combine the step of "building a library for the deal" taught by Fredell to Libman in order to increase a user's ability to manage tasks and manage organization, which is a goal of Fredell (see column 3 lines 10-28).

As per claims 10 and 25, Libman does not explicitly teach notifying members of status. Fredell teaches that it is known to notify the deal team members further comprises the step of providing a deal status to deal team members (Fredell et al.: col. 2, lines 54-57, and col. 15, lines 18-20, Fredell et al. teach a method and system for securely communicating and managing project information among multiple project participants. The system provides a project status that gives a user a snapshot of the project as it applies to them and their role in the process). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of this step is that it increases a user's ability to manage tasks and manage organization. It would have been obvious, at the time of the invention, to one of ordinary skill in the art to combine

the step of "providing a deal status to deal members" taught by Fredell to Libman in order to increase a user's ability to manage tasks and manage organization, which is a goal of Fredell (see column 3 lines 10-28).

As per claims 11, 26, and 39, Libman does not explicitly teach prompting for feedback. Fredell teaches that it is known to notify the deal team members further comprises the step of prompting a user for feedback (Fredell et al.: col. 15, lines 29-36, Fredell et al. teach a shared discussion forum where project participants can raise and respond to project issues.). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of this step is that it facilitates the communication between team members. It would have been obvious, at the time of the invention, to one of ordinary skill in the art to combine the step of "prompting a user for feedback" taught by Fredell to Libman in order to facilitate communication amongst team members, which is a goal of Fredell (see column 2 lines 30-51).

As per claims 12, 27-28, and 40-41, Libman does not explicitly teach profile searching. Fredell teaches that it is known to notify the deal team members further comprises the step of providing capability for at least one of a search of profiles of deal team members, a search across all businesses and a deal search, search results in a format specified by the user. (Fredell et al.: col. 3, lines 29-48, and col. 15, lines 37-41, Fredell et al. teach an on-line directory of project participants including standard demographics, their position on the team as a project manager or basic contributor, and their access to different systems areas, such as scanned documents, but not task

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administration. The interface screen is configurable to identify a plurality of project tasks). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of this step is that it increases a user's ability to manage tasks and manage organization in order to promote a sale. It would have been obvious, at the time of the invention, to one of ordinary skill in the art to combine the step of "providing capability for at least one of a search profiles of a deal team members, a search across all businesses and a deal search, search results in a format specified by the user" taught by Fredell to Libman in order to increase a user's ability to manage tasks and manage organization, which is a goal of Fredell (see column 3 lines 10-28).

As per claims 13, 29, and 38, Libman does not explicitly teach prompting to create or modify a template. Fredell teaches that it is known to notify the deal team members further comprises the step of prompting a user to create or modify at least one of task templates for the deal and library templates for the deal. (Fredell et al.: col. 15, lines 44-48, Fredell et al. teach the ability for a project manager to create, assign, and reassign tasks to project participants, and a repository of standard task templates grouped by industry and by function). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of this step is that it increases a user's ability to manage tasks and manage organization by standardizing the documentation used by team members. It would have been obvious, at the time of the invention, to one of ordinary skill in the art to combine the step of "prompting a user to create or modify at

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least one of task templates for the deal and library templates for the deal” taught by Fredell to Libman in order to increase a user’s ability to manage tasks and manage organization, which is a goal of Fredell (see column 3 lines 10-28).

As per claim 14, Libman does not explicitly teach creating a customer company profile. Fredell teaches that it is known to prompt a user to create a deal further comprises the step of prompting a user to create a customer company profile. (Fredell et al.: col. 3, lines 11-28, col. 4, lines 32-41, and col. 5, lines 48-52, Fredell et al. teach the method allows for storing project-related information including documentation in a database. The process can be used for many types of communications between different parties that are associated for a temporary transaction or project, but as competitors or for other reasons, are not suitable for a permanent communications network (LAN or WAN) as might be used for a single government agency or single corporation. The network service provider provides a secure virtual network (or “intranet”) for the entities that support the secure electronic dissemination of confidential information documents, memoranda and related information and associated communications). Fredell is an analogous art as it also teaches managing information with respect to managing and marketing new projects. Therefore it would have been obvious to one of ordinary skill in the art at the time of the invention to modify the management system of Libman with the company profile feature of Fredell to provide a more personalized and user-friendly system for managing the information.

As per claims 15 and 30, Libman does not explicitly teach an index used to track uploaded and downloaded files. Fredell teaches that it is known to prompt a user

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associated with the business entity to create or modify an index card used to track information regarding files uploaded and downloaded from a library of files stored within the database and assigned to the deal. (Fredell et al.: col. 11, lines 35-38 and col. 16, lines 5-7, Fredell et al. teach the system provides tracking of each document to allow the participants to see who has had access to the messages and documents and who has modified or edited any of the documents. As documents are revised, the system allows document revisions to be stored, e.g., provide an audit trail that track changes to task, documents, and issues). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of this step is that it increases a user's ability to manage tasks and manage organization by enabling a user to see the history of files. It would have been obvious, at the time of the invention, to one of ordinary skill in the art to combine the step of "prompting a user associated with the business entity to create or modify an index card used to track information regarding files uploaded and downloaded from a library of files stored within the database and assigned to the deal" taught by Fredell to Libman in order to increase a user's ability to manage tasks and manage organization, which is a goal of Fredell (see column 3 lines 10-28).

As per claim 24, Libman does not explicitly teach assigning tasks for members. Fredell teaches that it is known to assign tasks for members of the deal team. (Fredell et al., col. 15, lines 44-45, and col. 16, lines 28-30, Fredell et al. teach the ability for a project manager to create, assign, and reassign tasks to project participants. When implemented on a computer, the computer program code segments configure the

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computer to create specific logic circuits or processing modules). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of performing this steps is that it enables a business to further its sales objectives by managing and preparing the appropriate information for customers. It would have been obvious, at the time of the invention, to combine these steps taught by Fredell to Libman in order to enable a business to further sales by managing and preparing the appropriate information for its customers, which is a goal of Libman (see column 3, lines 32-55).

As per claim 42, this is a combination of claims 13 and 15 and has already been addressed.

As per claim 51, this is a combination of claims 13 and 16 and has already been addressed.

As per claim 69, Libman does not explicitly teach selectable links. Fredell teaches that it is known to display a selectable link to at least one of a message center, a company tools and tours screen, a case studies screen, a spotlight feature screen and a resources screen. (see Fredell et al column 6, lines 60-67 and column 11, lines 39-46, where there are "clickable hyperlinks (110)" that provide access to on-line documents) Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of providing selectable links is that it further facilitates communication. It would have been obvious, at the time of the invention, to one of ordinary skill in the art to combine the feature of "a selectable link to at least one of a message center, a

company tools and tours screen, a case studies screen, a spotlight feature screen and a resources screen” taught by Fredell to Libman in order to facilitate communication, which is a goal of Fredell (see column 2 lines 30-52).

As per claim 70, Libman does not explicitly teach tracking the web pages. Fredell teaches that it is known that a home page activity report page indicates which prospective customers are accessing the prospect web pages, how often the page is accessed, and which tools are being accessed. (Fredell et al.: col. 6, lines 6-26, col. 11, lines 35-38 and col. 15, line 15 to col. 16, line 7, Fredell et al. teach the person posting the documents generally decides who gets access to that document and may add or change indexing information for the document. After the person posting the document has indicated who should receive access, the document will be instantly available to any authorized project participants. The Acquisition Trustee system provides a project status overview that gives a user a snapshot of the project as it applies to them and their role in the process. Project managers with an interface are allowed to see all of the tasks and current task status. The system provides tracking of each document to allow the participants to see who has had access to the messages and documents and who has modified or edited any of the documents. As documents are revised, the system allows document revisions to be stored, e.g., provide an audit trail that a track changes to task, documents, and issues. Whereby the tracking would determine which prospective customers are accessing the prospect web pages, how often the page is accessed, and which tools are being accessed). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45

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and Fredell column 3 lines 29-48). The advantage of this feature is that it further facilitates communication. It would have been obvious, at the time of the invention, to one of ordinary skill in the art to combine the feature to "generate a home page activity report page indicating which prospective customers are accessing the prospect web pages, how often the page is accessed, and which tools are being accessed" taught by Fredell to Libman in order to facilitate communication, which is a goal of Fredell (see column 2 lines 30-52).

As per claims 75-78, Libman does not explicitly teach storing documents and assigning permissions. Fredell teaches that it is known to store documents associated with the deal in a library within the database specifically assigned to the deal (Fredell et al.: col. 6, lines 6-26 and col. 7, lines 56-58, Fredell et al. teach a network service provider administrator or project participant using the system interacts with the system to load documents into a database as self-contained document files. A storing step allows the storing of project related information for each of the plurality of distinct projects in a database); and enable a user associated with the business entity to grant permissions to the customer for accessing specific documents stored within the deal library such that the customer can monitor the progress. (Fredell et al.: col. 6, lines 6-26, col. 11, lines 35-38 and col. 15, line 15 to col. 16, line 7, Fredell et al. teach the person posting the documents generally decides who gets access to that document and may add or change indexing information for the document. After the person posting the document has indicated who should receive access, the document will be instantly available to any authorized project participants. The Acquisition Trustee system

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provides a project status overview that gives a user a snapshot of the project as it applies to them and their role in the process. Project managers with an interface are allowed to see all of the tasks and current task status. The system provides tracking of each document to allow the participants to see who has had access to the messages and documents and who has modified or edited any of the documents. As documents are revised, the system allows document revisions to be stored, e.g., provide an audit trail that a track changes to task, documents, and issues). Libman and Fredell teach analogous arts as both disclosures teach the managing of tasks (see Libman column 2, lines 38-45 and Fredell column 3 lines 29-48). The advantage of performing these steps is that it enables a business to further its sales objectives by managing and preparing the appropriate information for customers. It would have been obvious, at the time of the invention, to combine these steps taught by Fredell to Libman in order to enable a business to further sales by managing and preparing the appropriate information for its customers, which is a goal of Libman (see column 3, lines 32-55).

As per claims 79-84, Libman teaches "updating the at least one of the web page and portal associated with the customer based on information stored in the database and obtained from completing a prior deal for the customer" (see column 10 lines 28-48 and column 20 lines 10-28; where customer information is updated on a regular basis. The virtual agent uses the updated customer profiles when analyzing which products and packages to offer to the customer.).

Conclusion

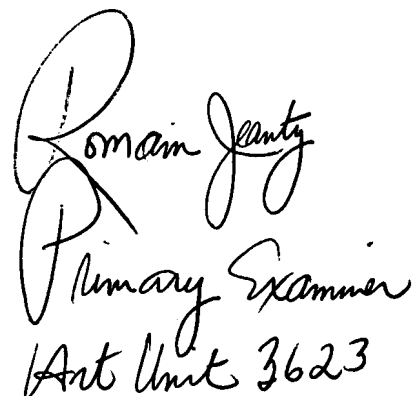
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8. Any inquiry concerning this communication or earlier communications from the examiner should be directed to Kalyan K. Deshpande whose telephone number is (571)272-5880. The examiner can normally be reached on M-F 8am-5pm.

If attempts to reach the examiner by telephone are unsuccessful, the examiner's supervisor, Tariq Hafiz can be reached on (571) 272-6729. The fax phone number for the organization where this application or proceeding is assigned is 571-273-8300.

Information regarding the status of an application may be obtained from the Patent Application Information Retrieval (PAIR) system. Status information for published applications may be obtained from either Private PAIR or Public PAIR. Status information for unpublished applications is available through Private PAIR only. For more information about the PAIR system, see <http://pair-direct.uspto.gov>. Should you have questions on access to the Private PAIR system, contact the Electronic Business Center (EBC) at 866-217-9197 (toll-free).


kkd


Romain Janty
Primary Examiner
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